

Nebraska Adult Education
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Adult Education Updates

By: Vicki Bauer, State AE Administrator

On April 4-6, Nebraska's Adult Education program directors will gather in Scottsbluff for the second annual spring meeting. Getting together just once a year, in August, is not sufficient to discuss the issues and information in Adult Education today.

Marilyn Dodge, WNCC Adult Education Director, is hosting the meeting. The customary topics include statewide and local program performance for last fiscal year and the current year, AIMS, federal and state updates, FY 2012 proposals, and professional development. This year we will also hear from programs regarding managed enrollment, recognition of staff, transition from ESL to ABE **Workplace Essential Skills** and **Step Forward** curriculum use, etc.

Just last week we heard from GED Testing Service that the new test series will be released sometime in 2014. Prior to that, all states will pilot the current 2002 test series in the computer based testing (CBT) format. While we are unsure as to when Nebraska will participate, it will likely be 2012 or 2013. Up until 2014, both paper/pencil and CBT formats will be available.

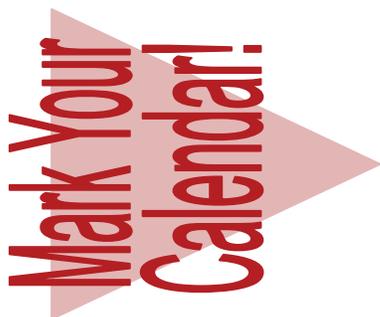
Starting in 2014, all testing, except for accommodations testing, will be on the computer. However, testing for correctional settings has not yet been deter-

mined as to whether it will be paper/pencil or CBT. Undoubtedly, our AE classrooms must be equipped to teach computer literacy and test-taking skills to our students.

By now, you have probably heard that the number of classroom hours required for TABE post-testing has been lowered to 50 hours. **This revised policy is effective immediately.** It's important that teachers post-test their students at 50 hours. Hopefully, we will see a jump in EFL movement for students this year. Please note, however, that the **required hours of attendance for post-testing for BEST Plus has not changed, and remains at 60 hours.**

Speaking of BEST Plus, we will be eager to hear from those teachers who have been piloting BEST Literacy since the first of the calendar year. We will determine if we need/want to adopt BEST Literacy as an assessment to determine EFL; the test assesses reading and writing skills of ESL learners.

It's hard to believe that another program year will be ending in a few short months. But, thanks to all of you, Nebraska Adult Education has once again helped thousands of adults improve literacy skills to a level where they can finish high school, enroll in college, get or retain a job, learn English, etc.



- April 1 - BEST Plus New Administrator Training in Lincoln
- April 4-6—Directors' Meeting in Scottsbluff
- April 17-21—National COABE in San Francisco
- April 26—BEST Plus Recalibration Training in Columbus
- May 3—Staff Manual Committee Meeting in Lincoln
- May 4—Conference Planning Committee Meeting in Lincoln
- May 4—BEST Plus Recalibration Training in Lincoln

Spotlight on...

Crete Public Schools

Mardi Gras Celebration is Lesson in Civics and Cultures

By: Jan Sears, AE Director—Crete Public Schools—jans@creteschools.org

The Civics lesson on March 8, 2011 in Crete was about Mardi Gras and the various ways it is celebrated.

Other names for it include Pancake Day (Olney, England and Liberal, Kansas), Fat Tuesday, and Shrove Tuesday.

AE Instructor, Terry Gautreaux is from New Orleans; he had video and pictures from Mardi Gras that he shared with his class along with a King Cake he had shipped in by overnight mail from New Orleans.

Adult Education Instructor, Ryan Hinz is from Liberal, Kasas. Liberal's sister city in England celebrates Fat



Tuesday with a Pancake Race. Ryan had video from both England and Kansas.

Terry and Ryan then raced with their skillets and a pancake in front of the church (which ended in a tie). Of course, after the race, pancakes were served to all. The activity

provided a lesson in Civics and a taste of cultures.

Below are pictures of the Pancake Race. Terry Gautreaux is on the left in each picture and Ryan Hinz is on the right.



NDE AE Website Has New Look and URL!

<http://www.education.ne.gov/ADED/index.html>

By: Shauna Groenewald, NDE Web Specialist

A little over a year ago administration at the Nebraska Department of Education formed a committee to re-brand the Department with a new look and feel that would support continuity between all teams and sections within the Department of Education. Born from this effort were a new logo design, letterhead, and web design. The Nebraska Department of Education (NDE) branding is about the overall image projected to employees, customers, lawmakers and the general public about NDE and the quality of programs, people, and standards that are represented.

Many people attending conferences have seen a new look in the branding of our Power Point Presentations and video. Shirley (GED Professional Assistant) has been working on the last phase which is the re-design of the Adult Education/GED website. Many people using our new site will see a different look and slightly different navigation. While it may take a little getting used to, the greatest benefit will be that wherever you go within the NDE website, the navigation and general look will be the same between sections.

Check out the new website <http://www.education.ne.gov/ADED/index.html>. Some of the forms available on the website include the **GED application**, Request for a **Duplicate Diploma** and **Transcripts**. E-mail Shirley with your thoughts, suggestions, or comments: shirley.gruntorad@nebraska.gov



How Can We Help You Teach Workplace Skills?

By: Jeanette Evans, Nebraska AE Consultant

In the March Nebraska AE Newsletter, I invited your input about how you incorporate workplace skills in your ABE/GED/ESL classroom. It is my plan to provide some of the ideas I received along with some I have researched and wrap it all around an upcoming workshop on just this topic!!!!

One of the national initiatives, and part of the whole effort to support the 21st Century Worker/Learner, adult education classes must incorporate/address workplace skills as part of the curriculum presented. There are at least two ways to tackle this initiative--and quite possibly you have found or used more!

First of all, you have access to **Workplace Essential Skills** curriculum, as well as a box of additional employment resource materials to use for lesson material. If you have not seen or heard of these materials, now is the time to investigate with your program director!

In the resource box, there are DVDS regarding workplace scenarios such as job searching, job getting and job keeping to watch and discuss. You will also find class activity suggestions and workbook material. All of these materials can be used within a typical class or used for a "special" course or unit of study in a classroom setting.

There are also specific workplace skills materials to use as they relate to workplace math, reading, communication and writing that would lend themselves to content study because our students often feel they "don't have time" for anything not related to GED test taking content. Here's a way to do both!

A second way to teach the skills is to imbed them in your content curriculum. A workplace expectation is to arrive at work on time and/or clock in. Each classroom has a sign in sheet—which would lend itself to "clocking in."

Workplace expectations in the classroom: arriving on time, dressing appropriately, and assembling the necessary supplies for the day are all avenues to explore, discuss and apply that will assist students in future workplace settings. When the teacher presents the topic(s) of the day, students might become involved in working independently and as part of some type of a workgroup to examine the topic and produce a product that would demonstrate learning. Workgroups and collaboration are common in many work environments.

Networking for information, application of skills, abilities and interests become a natural interaction and one vital to today's workplace. Technology, whether it be in the form of using software, emailing, internet research, creating a document with graphs and charts, discovering and working with blogs, or enriching the learning with any other form of technology available and applicable help students apply and teach what they already know.

Every person planning to enter the world of work will be required to have a technology basis. What better and safer place to become comfortable, learn from each other and try out the wide variety available than in a classroom.

Even break time becomes an opportunity to teach and learn about not

taking advantage of time, living up to expectations, returning to work on a timely basis etc.

Both methodologies can be enhanced by guest speakers, field trips to business and industry and developing a relationship with an institution's career center or one of the Department of Labor Career Centers. Students can take career interest inventories, research careers and what types of training is required for those career fields as well as the forecast for job potential in that area.

MARK YOUR CALENDARS!!!!!! On **Thursday, July 14 at Kearney Holiday Inn, OR Friday, July 15 at SCC Continuing Ed Building in Lincoln**, Martha Fightmaster from KET will be delivering day-long workshops focused on lesson planning with *Workplace Essential Skills* materials.

There will be 2 training spots for each program at these workshops—more registration information will be available soon! If you are interested in being one of the two trained from your program, now might be a good time to express your interest to your director.

And finally, we are looking for a few interested folks to work as a team with members of the NDE staff to update/upgrade/revamp, and add new and additional lesson plans to the existing binder entitled "Nebraska Employment Curriculum Content Guide" that was initiated for use in 2008.

In conclusion, I ask that you keep your ideas and concerns and questions coming so we can take a state "team" approach to offering our students skills to carry them well beyond our classrooms!

NDE Library Materials Available for AE Staff to Check Out

The State AE Office of NDE has a lending library of materials for both AE and ESL. Many of the resources contain EXCELLENT material for students struggling in specific areas. If you should decide you would like to peruse some, please call or e-mail Jeanette: 402/471-4806 - jeanette.evans@nebraska.gov http://www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf



CAL Launches New Website

www.cal.org/adultesl

By: *Miriam Burt, CAL Solutions* — 202/355-1556 — burt@cal.org

CAL is pleased to announce the launch of our new website designed specifically for practitioners working with adult English language learners. The CAL Solutions: Adult ESL Education website provides improved navigation and easy access to the wealth of resources available from CAL.

Browse our enhanced resources section with bibliographies, publications, the Adult ESL Resource Database, and, for the first time, the digests and briefs on adult education topics created by CAL over the past decades presented in one, easy-to-browse portal. Browse our resources.



CAL can provide training on a variety of key topics in adult English language and literacy education, from half-day workshops to sustained professional development services. We can work with you to customize services to meet your needs and budget. Learn more.

CAL's Adult ESL Education staff will

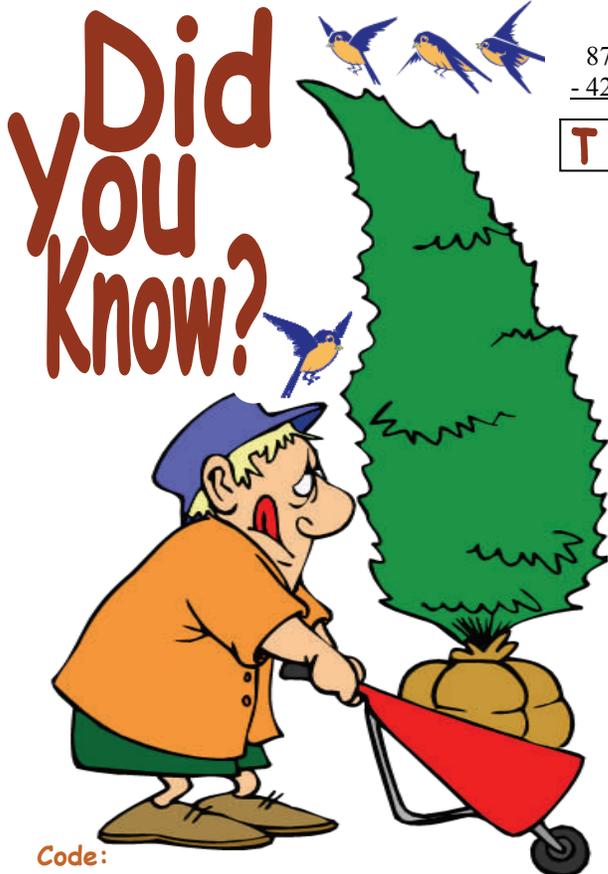
be presenting at TESOL and COABE this spring. Visit our website to learn more about our presentations at these conferences and in the coming year. Check the calendar.

We encourage you to bookmark our new website and visit often for information about new resources and access to our rich library of evidence-based materials.

We welcome any comments and suggestions you may have and hearing how CAL can work with you to help promote the education and achievement of adults learning English.

Holiday Math Fun!

Complete each math problem. Then match the answer to the corresponding letter using the code found below. Place that letter in the box. (See example).



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$\begin{array}{r} 50 \\ -30 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ -55 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +20 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -43 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ -41 \\ \hline \end{array}$
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Code:

A	B	C	D	E	F	H	I	L	M	N	O	P	R	S	T	U	Y
35	18	15	6	42	20	4	12	16	10	8	9	7	11	21	45	55	85



Learning Links

Adult Education

A special thank you is extended to everyone who contributed to the Learning Links Section this month



The Space Station

Look at what happened from 1998 until 2008. In just

ten years it has grown and grown. Watch the pieces come together as they are sent up from Earth. This is the International Space Station (ISS) Assembly diagram, piece by piece. View the information about each part. http://i.usatoday.net/graphics/ISS_timeline/flash.htm



This site contains the techniques, tips, and secrets used by master teachers!

<http://www.Multiplication.com>



<http://www.Enchantedlearning.com> produces educational web sites which are designed to capture the imagination while maximizing creativity, learning, and enjoyment. The material is created so that the navigation and controls are intuitive with emphasis on creativity and the pure enjoyment of learning.

Teaching Math?

Consider the approach described by Dan Meyer regarding how math

is taught and how it could/should be taught in this TED presentation on YouTube: <http://www.youtube.com/watch?v=BlvKWEvKSi8>



<http://www.coolmath.com/>

An amusement park of math and more...designed for fun! Bored with math? Confused by math? Hate Math? Yeah, Coolmath can fix that. Totally dig math? Want to learn more math? Want to get ahead in math? Yep, Coolmath is here for that too!



<http://www.Khanacademy.com>

What started out as making a few algebra videos has grown to over 2,100 videos and 100 self-paced exercises and assessments covering everything from arithmetic to physics, finance and history. Khan Academy is on a mission to deliver a world-class education to anyone. Browse the library of educational videos.



EL Civics Government and History Lessons for ESL Students

<http://www.elcivics.com/> Learn EL Civics with great pictures and easy words.

Click on a picture or a link to start a lesson. The following EL Civics units are now available: Statue of Liberty, Washington, D.C., American Bald Eagle, 50 U.S. States, and more. The site provides an easy way to learn about American history, geography, and culture.



Math Dance

Combining math and dance concepts allows people to experience a physical sensation of the often abstract concepts of math. Mathematical problem-solving is incorporated when creating new dances, which can even inspire new mathematics. Concepts can be taught in the ballroom and applied in the classroom, bring together movement, rhythm, geometry, and more. The book is Math Dance by Schaffer, Stern and Kim (2001)

http://www.sciencedaily.com/videos/2008/0503-do_the_math_dance.htm



If you're looking for FREE interesting, interactive online games to reinforce math skills, take a look at **Illuminations**, the website of the National Council of Teachers of Mathematics. You can access Calculation Nation at the site; this is a suite of interactive games. The newest game is called neXtu. Players strategically select valued hexagons, squares and triangles to capture the highest valued regions. They can play as individuals or compete against others.

<http://calculationnation.nctm.org/>

I'm A Math Teacher...Not A Therapist!

Excerpted from "Changing the Way We Teach Math," A Manual for Teaching Basic Math to Adults
By: Kate Nonesuch <http://www.nald.ca/library/learning/mathman/cover.htm>

*Note from Jeanette Evans: I receive postings from a ListServ regarding Numeracy. Lately there have been some very practical, as well as thought-provoking, posts about the ongoing challenge of engaging students in the study of math in our adult ed classrooms. Kate Nonesuch has an excellent book entitled **Changing the Way We Teach Math**. Following is an excerpt from that book used with her permission. Next month we'll include some of her math teaching techniques and best practices.*



Whether you are a therapist or not, the emotions in your math class are not going away. So how can a math teacher who is not a therapist

deal with emotions? First of all, you don't have to be a therapist, just a human, to deal with your own emotions. Do that first.

However, to deal with the emotions in your students, enlist all the help you need. Other people in your program may be very useful in this case—a counselor, or someone who teaches study skills, or does student support, for example. Ask one of them to do a session (with a math spin) in your class on one of the following topics:

- Positive self talk
- Stress management
- Maintaining a positive relationship with your instructor
- Becoming a successful student
- Text anxiety

It's important that you attend the sessions as well. Your presence sends the message that you think the material is important to the math course.

Expressing feelings—It's important to deal with emotions. Your own as well as the students'; so they don't get in the way of the learning. It will probably take less than a minute to acknowledge the emotions that come up in the moment; but if you leave it for an hour, it might take two minutes to deal the them; if you leave it until the next day it might take half an hour.

Saying, "I'm frustrated" or "I'm mad" or "I'm happy," releases the hold the emotion has on you a little, so that you can concentrate on other things, and think and act rather than just emote. A student who can say what is bothering him may be able to go on working, or ask for help, or use some strategy he has for dealing with stress or anger.

Sometimes a problem shows itself first in a feeling — we notice our muscles are tense, or our palms are sweaty, before we can articulate what is wrong. Paying attention to feelings can help us identify problems: "Expressing a feeling, and owning it as our own, helps maintain clear relationships with others. If you are uncomfortable dealing with students' emotions, or with encouraging them to express their emotions, keep in mind that the emotions are still there, even if they're ignored.

It may help if you acknowledge possible feelings to the class, without singling out any particular person. For example, you might say, "I can see some of you look puzzled right now. If you are feeling confused, hang on. I think the next activity will help sort things out."

If you express out loud your awareness that some people may be confused, you may accomplish the same thing for some students. On the other hand, if you notice the puzzled

looks, and go on to a new explanation or to the next activity without acknowledging the confusion, the students who are dealing with the emotion will not be able to give their full attention to the activity that you hope will clarify the confusion.

Expressing the feelings helps the situation, no matter who does the expressing. Students who would be unwilling or unable to express their confusion may also be served by your acknowledgement of it. You will see smiles and nods to confirm your expression.

Joy—Look for joy in teaching. Why else do it? In teaching math, there is both the pleasure of math to be looked for, and the pleasure of teaching. In learning math, there is the pleasure of math to look for, and the pleasure of learning. The pleasure of teaching and the pleasure of learning often happen at the same time—it's that moment when someone says, "Aha!"

Confidence—As teachers, we often have the mindset to see where students have gone wrong, to find the errors. This is a useful mindset to the instructor—it helps us figure out what to review, to notice how one way of explaining is more useful than another, to notice patterns of errors and so on—but it is not useful to the student.

The mindset of seeing errors improves teaching and learning when I keep the information to myself.

When I say it out loud, it decreases confidence in students who hear it. It is confidence that allows students to make decisions in math, to decide how to tackle a problem, to believe they can tackle a problem. If they have no confidence,

Continued on page 7

I'm A Math Teacher...Not A Therapist! - Continued

Continued from page 6

they will take no risks. To believe they can do math in the present or the future, they have to believe they have been able to do it in the past.

In encouraging this belief, it is more useful to the student if the instructor is ready to notice and comment on what they have done right, rather than what they have done wrong.

Cultivate the habit of cutting math problems into small pieces, so the small parts done correctly can shine out, and you can acknowledge them. When working one-on-one with a

student, encourage by pointing out what the student has done correctly, and what evidence you see of good math thinking. Give the student a chance to articulate what she is doing to help her remember and to give her control over the process.

When you look at a page with a student, put a check mark beside every **correct answer**. Ignore the ones that are wrong, and comment that the student got some/many correct. Start with the first one that is correct; ask the student to express how she did it. Repeat with the next correct one

and the next until she can easily articulate the procedure. Then move to the first one that was wrong and again ask the student to explain what she did. **Usually, she will find her mistake and correct it on her own.** Mark it right, and praise her for being able to find her own errors.

Make the student aware that her mistakes are part of a complex process involving your explanations and her ability to attend to them, time pressures, her knowledge, your knowledge of her math level, and emotional factors.

The TEAL Team

By: Sue Pohlman, ABE/GED Instructor—Northeast Community College dpohlman@cablone.net



Recently, I read an article about technology use in the classroom. Research on this topic shows that it is not the technology "mavens" (my new vocabulary word for the day) but regular classroom teachers who are leading the way in using technology in classes. Why? I believe it is because these teachers see technology as another tool they can use to aid their students.

I am definitely no "maven" when it comes to computers; so I really appreciated the opportunity our TEAL classes provided in this session to investigate some online sources. TEAL participants have been discussing various ways to diversify instruction so that we can reach more of our students' needs. I've seen a lot of effort by ABE teachers to do just that. However, as part-time teachers, it can be difficult to find the time and resources. I discovered several online sites that will help me focus on meeting individual student needs.

My first site to check out was Trackstar. Perhaps others of you are aware of this site, but I hadn't seen it before and am really excited about how I can use it. It allows you to list several related online sources, make notes about how to use the site, and rearrange the order of sites to suit student needs. Since I'm more familiar with various math sites, my first attempt was a coordinate grid list. I have students who range from knowing nothing about grids to those who just need a brief review. I was able to use a very basic visual site, a medium level site, two mazes, and one game to list on the grid track.

You can check it out by googling Trackstar and going to the Trackstar home page. Once there, type in the number 421442 as the track number, then click "go" and you'll see the coordinate grid title on my track. If you choose the text view you can read my comments to students on the individual sites. You can access any of the sites from this one page. It makes it so much easier for my eighty-year-old student to navigate from one site to another. Please remember this is a work in progress and will remain so as I adapt it to different students' needs. Also note that students will have varying needs for direct help with the track and/or the material presented.

I've recently completed some tracks for an ESL writing student and one for a low reader whose goal is to improve his spelling. One other really neat feature of the site is that you can e-mail the track to a student who was absent or who needs extra practice. I envision a directory of tracks that we all could develop and share here in Nebraska!

I got so excited about Trackstar that I won't be able to write about the other online suggested sites from TEAL in this article. Please feel free, though, to contact any of the TEAL team for more information.

Teacher Training Day

By: Robin Rankin, Adult Education Director—Mid-Plains Community College rankinr@mpcc.edu

Mid-Plains Community College Adult Education Program recently hosted a regional teacher training day. The day was shared with Western Nebraska Community College and Alliance.

According to the surveys received, the day was a success, and useful to those who attended.

The format was a little different: The entire morning was devoted to two presentations. One presentation was tailored to ESL instruction, and the other more to AE instruction. Charles Pratt, Community Relations Officer for U.S. Citizenship and Immigration presented on how to prepare students to become U.S. Citizens, and answered instructor questions in a relaxed and informal atmosphere.

Participants said he was very informative. Robin Rankin, MPCC AE Director, presented on reading disabilities and instruction. This was based on information learned at the National Institute for Literacy. An added bonus was that both presentations were at no cost to the programs!

Participants then enjoyed a luncheon

together, and Mr. Pratt was available to discuss any questions the whole group had.

Topics that were discussed in the afternoon included presentations by Marilyn Dodge and John Haslow who provided useful websites and demonstrations. Others chimed in with their favorite websites as well. Here is a list of some of the websites demonstrated:

www.manythings.org
translate.google.com
babblefish.com
usalearns.org
history.com
www.aetv.com
www.bio.com
natgeo.com
www.edhelper.com (subscription)
grammar.ccc.commnet.edu/grammar/index.htm

Mary Carson, Carolyn Dickensen, and Tammie Gitschel presented some “attention getter” orientation ideas. These included a team building activity with playing cards and a quiz that was entertaining. Helen Ann Mesmer, presented on Shaken Baby Syndrome. This came about due to a tragic incident involving a

former student. You can go to dontshake.org or purplecrying.info for more information on the materials used.

Twillia Dike and Louise Knoedler presented an activity involving emergencies taken from the Health Literacy Materials. This activity was intended for ESL students.

Sheri Arevalo presented on her work preparing for a college preparation class in Math. This is the first year they tried it and hope to get more students involved in the future.

Shannon Schaben gave a brief overview on activities from TEAL. This is a project in conjunction with USDOE that several states are involved with, (including Nebraska) that is working on Writing curriculum for trainings that will be conducted across the state.

Last but not least, Joan Lantry gave a presentation on using old calendar pictures as a free resource for ESL conversation class.

The format worked very well for the local training, and was fairly inexpensive to conduct.

Resource Materials To Review



NDE tries to add to the collection of resources available on a regular basis.

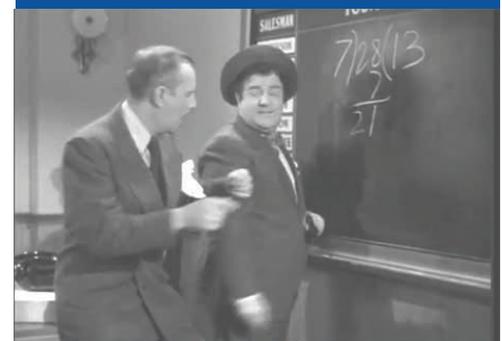


A \$25 stipend is paid to individuals who provide a review for publication in this AE newsletter.

This month we have a set of 4 **Quick Word** booklets for review: **Handbook for Everyday Writers**, **Handbook for Practical Writing**, **Handbook for Beginning Writers**, and **Phonics Handbook**. These are simple little booklets to assist students with developing vocabulary, writing and spelling skills. Our TEAL folks are in the process of trying them out with some students. Maybe you would like to see what you think!

$$28 \div 7 = 13$$

Math Fun With Abbott & Costello



youtube.com/watch?v=rLprXHbn19I